

# Little Robins

Little Robins, Robin Hoods Walk, Boston, Lincolnshire, PE21 9LQ



<b>Inspection date</b>	14 September 2015
Previous inspection date	26 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children, including those who speak English as an additional language, develop good speaking and listening skills. Staff engage them in meaningful conversations and use additional strategies, such as visual timetables and gestures, to help support communication skills.
- Staff keep parents well informed about their children's progress. Parents are encouraged to share some information about their children's achievements at home. Staff give parents ideas to further promote their children's learning. This promotes a cohesive approach to children's education.
- Great consideration has been given to the outdoor space to keep children motivated and interested to play and explore. The mud kitchen is a particular favourite with the children. They create mud pies and practise their physical handling skills, scooping up mixtures and pouring from one receptacle to another.
- All staff have a good knowledge and understanding of the Early Years Foundation Stage. The manager and her deputy have worked tirelessly since the last inspection to improve the quality of the pre-school. They have taken advice from the local authority and implemented an impressive self-evaluation that includes the views of the parents. This demonstrates a good capacity to improve.

### It is not yet outstanding because:

- Staff do not gather as much information as possible from parents about what children know and can do when they first start at the pre-school.
- Staff working with younger children do not make best use of the available outdoor space to support those who prefer to learn in this environment.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- gather more information from parents about what their child already knows and can do when they first start
- make best use of the outdoor space for younger children to ensure that those who prefer to learn outdoors make even better progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to look for if they have concerns about a child in their care. In addition, staff know who to contact about any child protection concerns. The manager regularly delivers in-house training to staff to improve their knowledge and understanding of practice. Recent training has clearly taught staff to listen perceptively to children and give them time to respond. In addition, the manager carries out effective supervisions to give staff the opportunity to discuss their strengths and manage any areas for improvement. Staff work closely with other settings that children attend. This ensures there is continuity of care and learning.

### Quality of teaching, learning and assessment is good

The quality of teaching is consistently strong. Qualified staff have high expectations of the children. They make accurate observations and use these to plan interesting and exciting activities that helps children to make good progress in their learning. There is good continuity in children's learning between home and the pre-school. However, staff do not always gather detailed information about children's skills and abilities before they start attending the pre-school, in order to help them to plan for their individual needs from the outset. Staff encourage children to explore ideas. They offer children washing-up liquid and ask, 'What do you think will happen if we put this in a puddle and jump up and down in it?' Children think about an answer and talk about how and why things happen. Staff notice that children enjoy messy play, they introduce cooked spaghetti and jelly for them to use their senses by touching, smelling and eating the products.

### Personal development, behaviour and welfare are good

Children form lovely attachments with all the staff. This supports their emotional well-being. Young children demonstrate their high levels of confidence by engaging visitors in their play. Staff encourage children to do things for themselves. They sensitively stand close by as children manage their own self-care needs. Older children put on their Wellington boots and wet suits to play outdoors in the fresh air. They run around, practising their physical skills. However, staff working with younger children do not always make best use of the space that is available. This occasionally limits the learning that takes place outdoors and affects the learning of those children who prefer to be outdoors. Children behave well. They listen to staff when they offer guidance about what is acceptable and what is not. Staff invite teachers into the pre-school to meet the children who are moving on to school. This helps children to emotionally prepare for their next stage in learning.

### Outcomes for children are good

The manager understands how important it is to monitor the progress of different groups of children, such as funded two-year-olds and those in receipt of the pupil premium, to ensure they are supported to reach their full potential. Staff promote early writing skills. This helps children to acquire skills for starting school. For example, staff encourage children to hold chalks correctly and draw around a puddle.

## Setting details

<b>Unique reference number</b>	EY270955
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1000242
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Little Robins Pre-School Committee
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	07906 747077

Little Robins was registered in 2003. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, three at level 3 and two at level 2. The pre-school opens from Monday to Friday, term time only. A breakfast club runs from 7.45am until 8.45am. The pre-school sessions are from 8.45am until 11.45am and 12 noon until 3pm. Children can attend an all-day session from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school also supports children who speak English as an additional language.

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